

# The status of empowerment strategies in diabetes self-management education in the European Union member states.

## Diabetes Literacy Project

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### Introduction

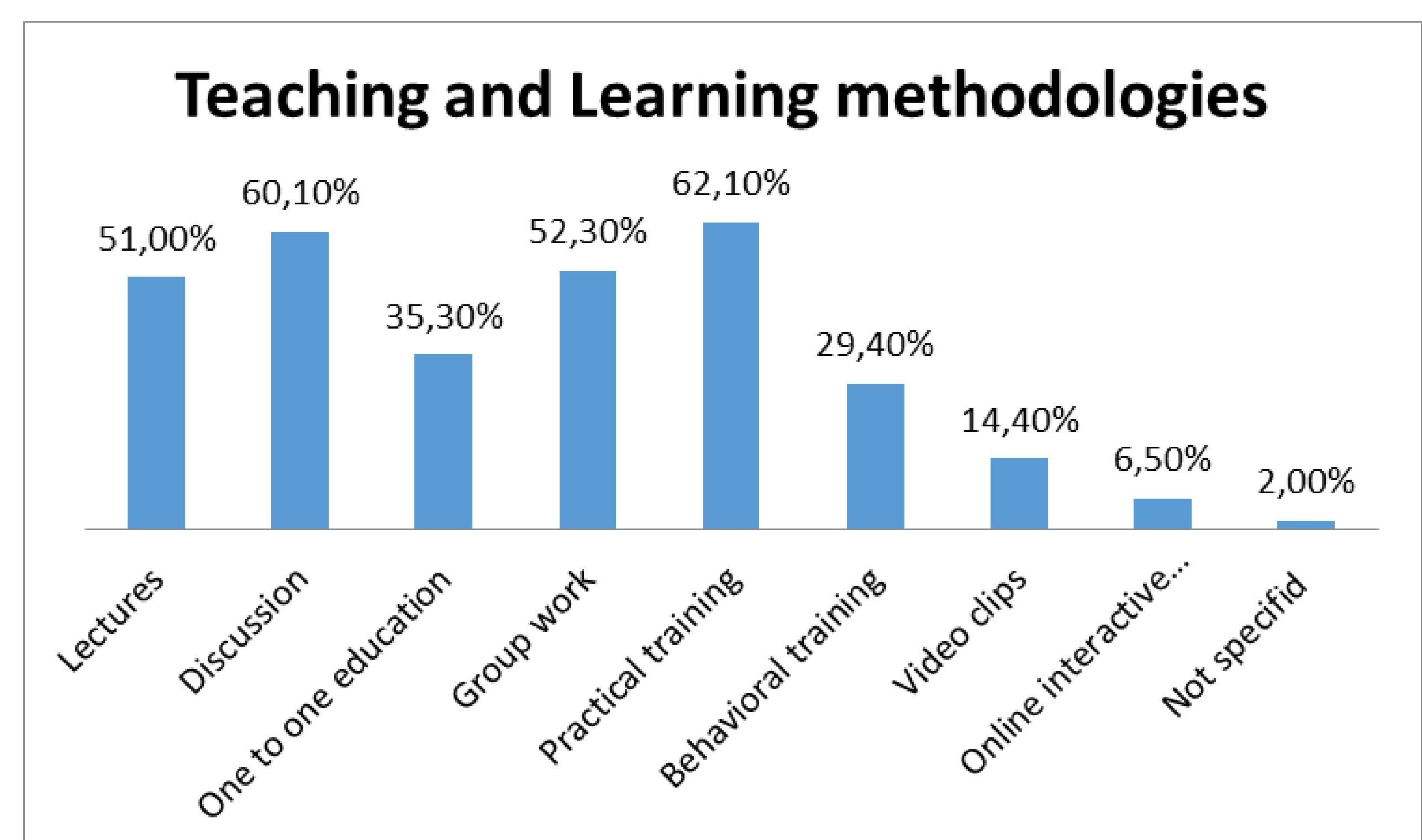
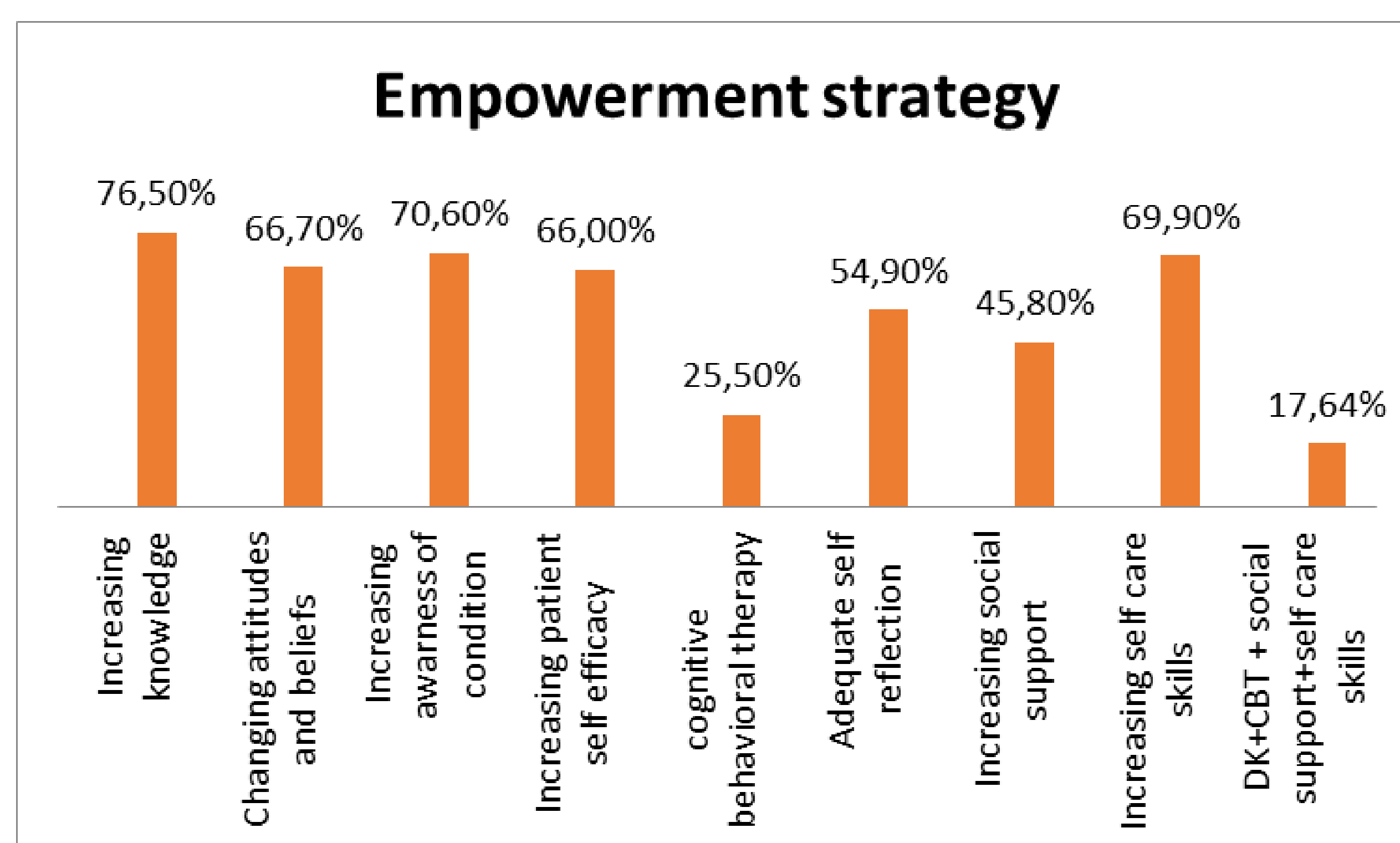
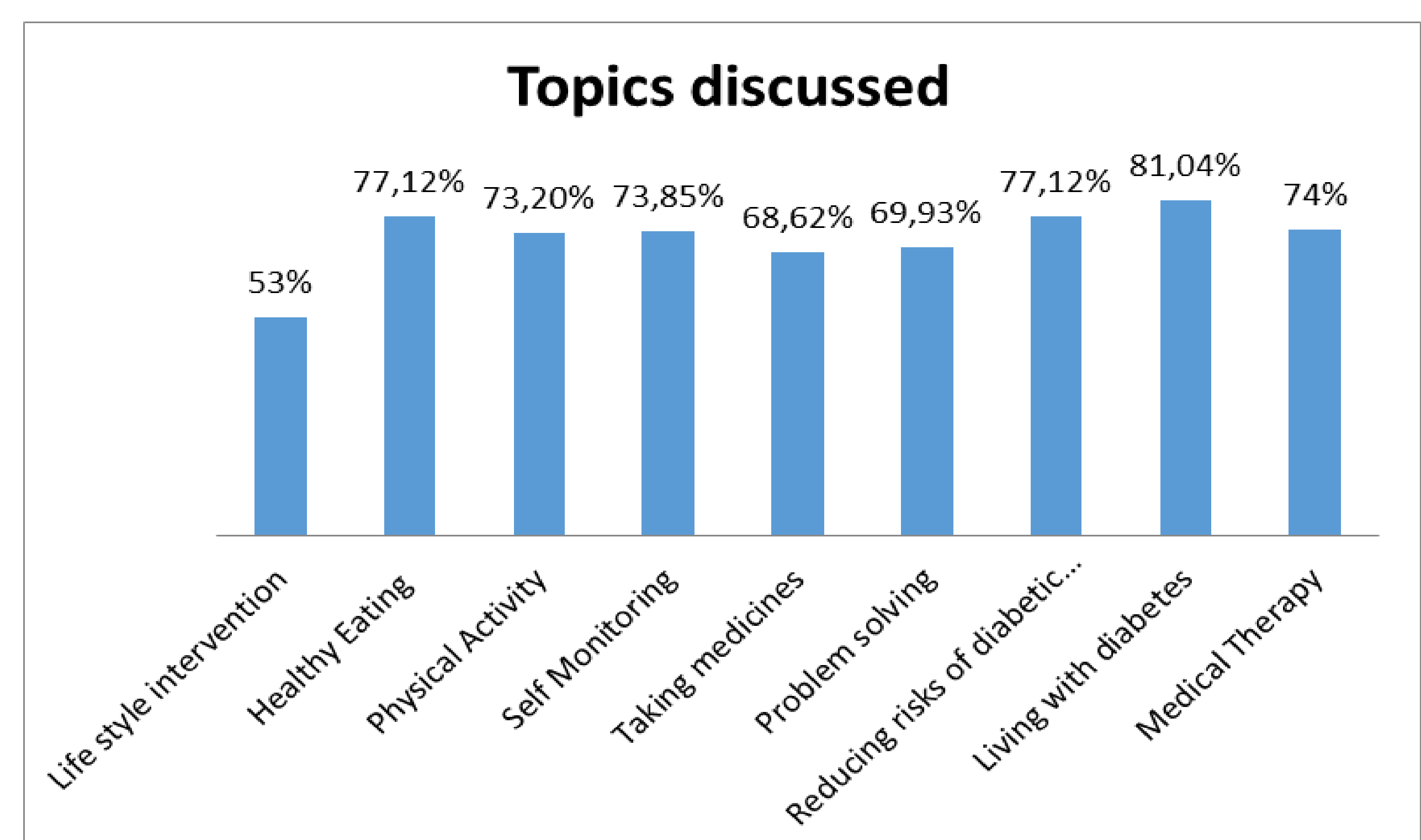
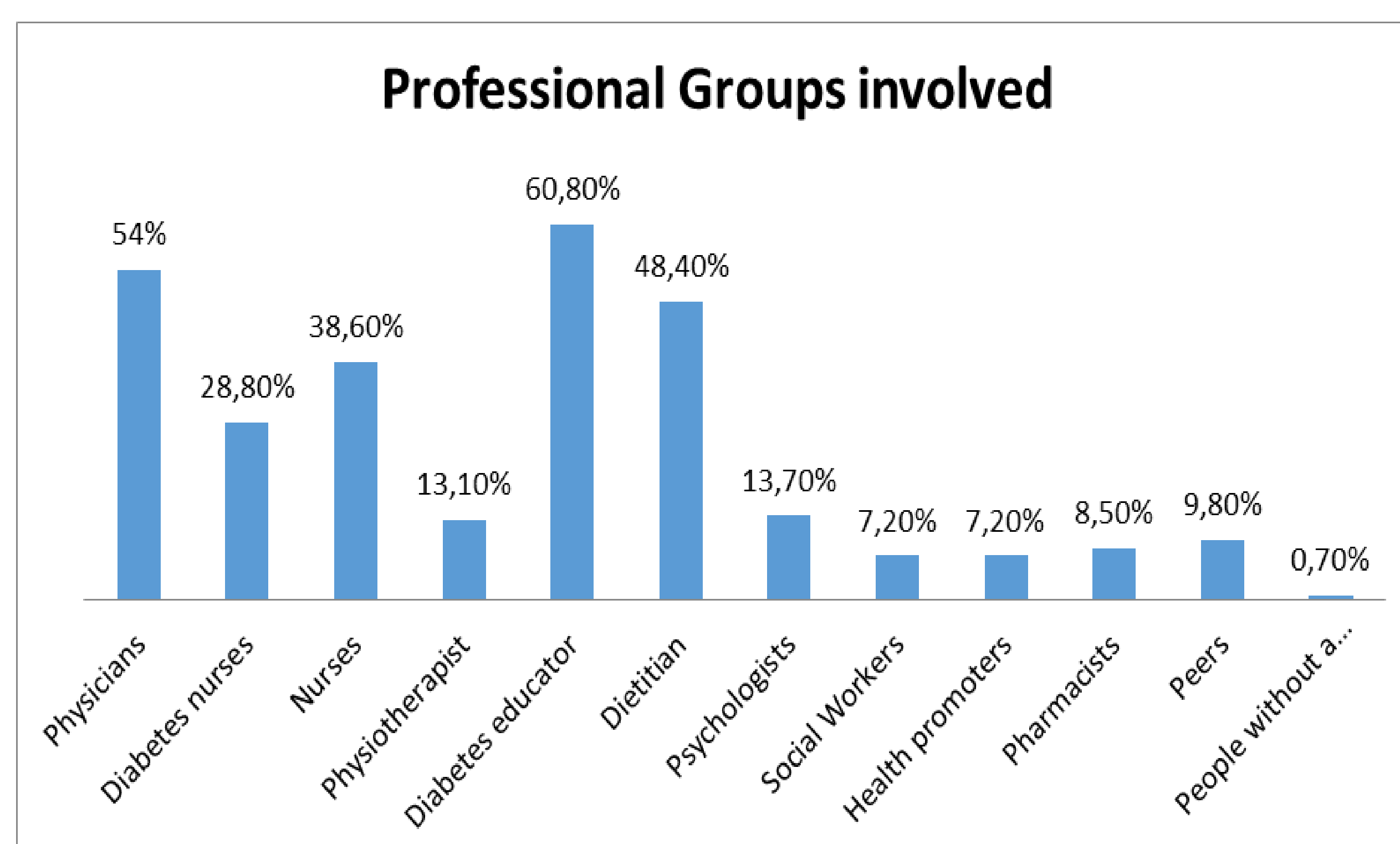
- Diabetes education (DSME) is a crucial step for self-management and empowerment of patients to achieve targeted metabolic and psychosocial outcomes [1]
- The purpose of patient empowerment is to help patients to gain greater control over decisions about diabetes care [2]
- The survey was conducted to assess the status of empowerment strategies implemented in diabetes education in European Union member states

### Methods

European Commission funded Diabetes Literacy -project (7th Framework Programme)

- Data collection with
  - a) Wiki tool (WT) to assess the status of DSME in EU member states (during 2014)
    - Study population: Patients and different stakeholders working in the field of diabetes care
    - Online questionnaire available in English, German, French, Dutch, Spanish, Hebrew and Mandarin
  - b) Literature review (LR) performed in PubMed to include published DSME data in Europe (1983 - 2014)

### Results



### Conclusions

- patient empowerment through increasing knowledge is the most commonly employed strategy in EU MS
- psycho-social intervention is the least common strategy
- the discussion regarding “living with diabetes” primarily empowers patients through understanding own clinical pictures
- empowerment can be improved by using new technologies for teaching and learning
- successful implementation of empowerment strategy requires training on behavioral changes for the diabetes educators

### References

- [1] Goudswaard AN et al. Long-term effects of self-management education for patients with Type 2 diabetes taking maximal oral hypoglycaemic therapy: a randomized trial in primary care. Diabet Med. 2004;21:491-6  
[2] Pibernik-Okanovic M et al. Effects of an empowerment-based psychosocial intervention on quality of life and metabolic control in type 2 diabetic patients. Patient Educ Couns. 2004;52:193-9